# BUSINESS ENGLISH COMMUNICATION SKILLS IN PRINTING INDUSTRIES IN SIVAKASI

*Submitted by*

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## 1. INTRODUCTION

In this globalized context, the role of English as a Business Lingua Franca (BELF) [1] in the global business sector is vital. Moreover, people from non-native English-speaking countries use English for daily business correspondence [2]. These correspondences are necessary for their external communications, particularly for communicating and conducting business with individuals from other nations [3].

Thus, English has become the international language of communication [4,5]. As English is a global language, people from non-English speaking nations want to acquire English competence. They connect with their clients in English [2,6], and for effective communication, they seek the appropriate assistance [7]. This type of engagement is always essential, especially with international clientele [3]. English as a Business Lingua Franca enables the staff of a firm to communicate with clients more effectively [1].

Sivakasi is a city in southern India that contributes to Indian economy through its printing businesses containing 600 registered printing units with a total value of approximately INR 1 trillion. It performs60% of India's printing labour, and its printing sector is worth a staggering 139 million dollars. The city's printing sector workforce is a hardworking, active community contributing to the nation's productivity.

Currently, managers in the printing industry have more opportunities to use English for business because they frequently contact external clients. Even if managers in Sivakasi's printing industry learn business English formally, a formal need analysis is required to determine the managers' business English requirements. In light of this, the present study investigates the requirements for English language skills like Listening, Speaking, Reading, and Writing (LSRW) among Sivakasi printing industry managers. The study's findings will then provide a level of business English proficiency for managers, which will assist them in preparing their corporate letters. This discovery enables managers to assess their level of business English proficiency and encourages them to communicate effectively using business English, which significantly boosts the worldwide competitive advantage. This examination of the basic skills of proficiency in Business English in Sivakasi is anticipated to have a

good impact on the company's management understands of the degree of proficiency in Business English, which is the foundation of their business with non-local clients.

In Tamil Nadu, the Directorate of Technical Education (DoT) has affiliated with numerous polytechnic institutes to offer polytechnic programmes. English is one of the courses designed to meet the demands of a competitive business environment; English is the predominant language of instruction based on national and global needs [8]. Several initiatives to improve English-language education have been launched in recent years [9]. The present study evaluates English-medium tertiary education and its practical implementation through national and university-level research.

Students consequently have diverse expectations about how they will be taught English. Similarly, their levels of competence are at a developmental stage. There is no cohesive student group in Business English class. It is not unusual to see multiple pupils in Business English class. Regardless of their financial backgrounds or positions, students approach the study of Business English in various ways [10]. Some of them are from rural places with few English-speaking resources. It has been shown that academic achievement and English proficiency go hand in hand [11]. Business English courses at a polytechnic institution have a number of advantages over other forms of English instruction. A lack of resources makes it difficult for students in Tamil Nadu to advance their careers in Business English.

For higher education to address the rising demand and problems of globalization, it is necessary to investigate new research perspectives. However, in-depth research is essential to design a curriculum for the fundamental needs of SIPT students. Before starting an English (Business English) course, a need analysis could be utilized to collect sufficient factual information on the students' perceived English-language needs. In light of this, the present research also focuses on the requirement for Sivakasi Institute of Printing Technology polytechnic students to examine business communication abilities.

## 2. REVIEW OF LITERATURE

Kittidhaworn [12] Communication has a significant impact on human resources. Effective communication facilitates efficient staff performance. The common and international language of the globe is English, often known as a Lingua

Franca (ELF). The study conducted by Stacho et al. [13] suggests that in India, the ability to speak English fluently is associated with a 32 percent increase in earnings, four times the average increase associated with an additional year of education. Azam et al. Gerritsen and Nickerson [14-15] examine English as a Business Lingua Franca (BELF) within the context of international business communication. Numerous worldwide studies, including Louhiala et al. [16] Charles and Marschan-Piekkari [17] in Finland and Akar [18] in Turkey, state that Business English is an integral medium of communication in the international business environment and among many business professionals.

Millot [19] investigated the structure of professional email communication. The study is based on 400 emails sent and received by fourteen French professionals who use English for external and internal correspondence. The study results indicate that professionals utilize English strategically in their email correspondences, which eventually helps the business advance. Similarly, the study by Roshid et al. [1] Analyses the collected email messages from business experts who serve overseas correspondents for their Bangladesh-based ready-made garments business organization. Millot [19] research is unique in comparison to prior studies. His study provides a comprehensive and long-term analysis of how professionals use English changes as they advance in their careers, what language challenges they encounter at various phases of their work, and how they overcome these obstacles. The findings show that a long-term view of the workplace communication demands of business professionals can provide insights for English for Specific Purpose (ESP) research and practice, as well as for institutions of higher education that focus on developing future leaders.

Akar [18] did a study to comprehend the professionalism of online communication. Email is the primary means of online communication, and it has already been analysed. The samples have been gathered. The survey included approximately 500 emails and 15 professionals who used English for communication. According to the study, effective communication skills are crucial for business success. Therefore, professional English speakers outnumbered the others, demonstrating the importance of professional English communication in business. Roshid et al. [1] conducted a similar study. They collected and analyzed samples of professional English-speaking employees' email communications with overseas

clients. The organisation was associated with the Bangladeshi ready-made dress manufacturing sector. Both qualitative and quantitative research was conducted, with the results shedding light on the importance of corporate communication.

Levis [21] examined English as a Lingua Franca or the so-called BELF English courses specializing in English for Business Purposes are linked, interdependent, and mutually exclusive fields. They are reciprocally interdependent. On the other hand, business English is a specific demand within English classes that fall under English Communication. Murray [22] Business English communication has arisen inside specialized English courses in order to evaluate and enhance students' business communication skills. Discussing and evaluating their Business English proficiency is difficult without testing students' English skills. This relationship is stressed in the context of the historical evolution of Business English as a unique field. To realize the progress of English (Business English) courses inside English, it is advantageous to comprehend the breadth of English. Particularly English has merited being a highly sought-after issue in scholarly forums related to teaching English.

Gooch et al. [23] Corporate English classes emphasize students' business communication aims and use a wide range of language resources. Pedrotti & Behlau [24] Consequently, English (Business English) courses are often utilized when English proficiency is relevant to certain employment, issue, or objective. Developing a Business English syllabus and course materials requires several key processes, including collecting early data, analyzing the student's fundamental needs, and determining a significant strategy for the desired course. Strevens [25] Business English can be comprehended by focusing on its practical application. Business English is focused on social knowledge construction. Benesch [26] The key components of an English (Business English) course are business communication skills and language requirements for solving business-related challenges. Business English education encompasses a spectrum of educational goals and levels. Business English courses provide training and language instruction in business communication, such as business presentations, correspondence, business vocabulary, informal business networking, proposal writing, business report, and professional reading.

Throughout the earliest periods of Business English, theoretical methodologies, register analysis, and genre analysis were the primary approaches. These theories are all concerned with some aspect of need. An understanding of needs has driven the development of Business English strategies. Srivani et al. [27] & Prachanant [28] to initiate a generally successful English (Business English) study, there must be congruence between learner desires and curriculum.

## 3. RESEARCH OBJECTIVES

The present study aims at the following objectives as mentioned below,

1. To investigate the use of BELF among the managers of the printing Industries of Sivakasi.
2. To examine the use of BELF in terms of LSRW (Listening, Speaking, Reading and Writing) skills.
3. To correlate the Business English skills of the managers with the intervention of workshops for developing business communication skills.
4. To investigate the learner requirements and propose measures for improving the business communication skills of polytechnic students at the Sivakasi Institute of Printing Technology (SIPT).
5. To analyze the business skills of polytechnic students in terms of LSRW skills and propose certain measures for improving business communication skills.

## 4. METHODOLOGY

### 4.1 Analysis of BEFL among the managers of printing industries in Sivakasi

This survey-based study was done among printing industry managers in India, focusing on the city of Sivakasi, which is renowned for its printing industry. This study's respondents included 240 managers from 117 printing facilities located in Sivakasi. There are 148 males and 92 females between the ages of 32 and 48 that make up the informants' gender distribution. They have between 5 and 21 years of experience in this field.

The present study employed a series of questionnaires to collect information regarding the functions, requirements, and issues of LSRW concerning BELF in the printing sector. Inclusion of a checklist, a 5-point Likert Scale, and an open-ended

form on the questionnaire. The questionnaire was created in English and Tamil (a native language of the targeted area) to eliminate ambiguity difficulties. To ensure the validity of the questionnaire, the initial version created by the researchers was edited and modified based on the feedback of two English professors and one statistics specialist. Pilot research was then done to test the questionnaire's efficacy and improve linguistic accuracy. The pilot study's 25 participants were asked to complete the questionnaire. Based on the participants' comments regarding the wording, context, and suggestions for the questions, certain elements were removed, and others were added. Finally, the fair version of the questionnaire was adjusted and delivered to the managers of 117 Sivakasi-based printing firms. The Cronbach alpha coefficient was calculated to determine the questionnaire's reliability. This result indicated that the alpha dependability coefficient was 0.9538, which is exceptionally high. Therefore, it would be fair to state that the data gathering instrument was reliable and valid. Thissurvey was done for four months, between November 15, 2019, and March 14, 2020.

After verifying the completed questionnaires, the Statistical Package for the Social Sciences (SPSS) was employed to examine the data. There were four steps used in the present study.

1. Cronbach Alpha coefficient was employed to compute the reliability of the questionnaire
2. A 5-point Likert scale was employed to rank the levels of the English language needs of managers of printing industries based on the subsequent criteria.
3. To compute the average level of English needs of managers of printing industries, Standard Deviation (SD) and Mean ($\overline{x}$) were employed. The more needs in English for managers of printing industries reflected the highest mean score ($\overline{x}$). By the way, the lowest mean score exhibited the need for that action. SD showed the dispersal or spread of the scores of the informants within the group.

To compute the issues and functions of English language used by managers of printing industries at the workplace, frequency (f) and percentage (%) were employed shown in Figure 4.1.

**Table 4.1. Levels of English Needs Based on Metrics**

| Mean Range | Scale | Need Level |
|---|---|---|
| 4.50-5.00 | 5 | Highest |
| 3.50-4.49 | 4 | High |
| 2.50-3.49 | 3 | Moderate |
| 1.50-2.49 | 2 | Low |
| 1.00-1.49 | 1 | Lowest |

## 4.2 Correlation of Business English skills of managers with the intervention of workshops.

This study aims to determine the vitality of BELF in relation to Sivakasi-based printing sector personnel. The primary purpose is to comprehend the usage of Business English and compare it to the basic competency of employees before and after an English training intervention. The employees of the printing business in Sivakasi, the center of the printing industry in India, were the subject of the study. Participants were employees of the printing industry in Sivakasi. In the city, 60 printing units were located, and 10 individuals were selected randomly from each unit, totalling 600 employees.

The selected participants were between the ages of 29 and 45. The respondents included 420 men and 180 women with three to fifteen years of industry experience. A questionnaire was presented to the participants to determine their deficiencies in Business English competence. The questionnaire included multiple-choice questions, an open-ended question, a checklist, and a 5-point Likert scale to collect information from the participants. The questionnaire was created in both English and Tamil (the local language of Sivakasi) to gain a comprehensive insight into the skill level. The validity of the questionnaire was examined by two professors, one from the Statistics department and one from the English department.

Using pilot research with 10 participants, its dependability was assessed. Before administering the instrument to the sample, necessary adjustments were made to the device. The coefficients of dependability at 0.9517 and 0.9511 were exceptionally high. This demonstrates that the instruments used for data gathering were valid and authentic. The data were collected over the course of three months, from December 2020 to February 2021, and included a month-long intervention consisting of Business English training and surveys conducted before and after the intervention. As previously reported, there were 600 participants from sixty printing units in Sivakasi.

Upon collecting the questionnaires, the collected data were subjected to analysis using the following:

1. Cronbach Alpha coefficient: To ensure the authenticity of the questionnaire used in the study
2. 5-point Likert scale: To evaluate the degree required to assess Business English proficiency. The range was marked based on scale, assummarized in Table 1.
3. Standard Deviation (SD) and Mean ($\overline{x}$)- To compute the average Business English required. Here ($\overline{x}$) represents the highest mean which shows a higher need for Business English proficient employees, and SD represents the splitting of points among the participants.
4. Frequency (f) and percentage (%): To find the drawbacks and functions of the application of Business English by the employees of the printing industry.

### 4.3 Investigation of Business English skills among the polytechnic students of SIPT and assessment of LSRW Business skills after intervention programs

For sample selection, the judgment sampling method was utilized. Of the 172 participants, 98 men and 74 women volunteered to complete the survey. The informants were male and female first-year students at a polytechnic college in Sivakasi, Tamil Nadu. Respondents revealed their Business English competence requirements for various academic programs. Tamil-speaking participants are also represented in the English and Tamil ethnic communities.

Four respondents indicated a moderate level of linguistic proficiency. The present study collected data from SIPT polytechnic students using the need analysis

questionnaire. A report presented at the Tamilnadu Educational Research Association's annual meeting revealed a questionnaire on business communication abilities. Similar to ABC, the questionnaire is comprised of three primary components. Part A consists of six questions aimed at collecting respondents' demographic information. Part B consists of fifty questions to assess the participants' Business English proficiency. Part C consists of thirty challenges that assess a candidate's corporate communication skills. The questionnaire contains a total of 86 questions. The coded responses were calculated statistically and evaluated. Using Mean Score, the collected data were examined.

Part B consists of 50 questions aimed to elicit information regarding the pupils' English (Business English) language demands. It is divided into four essential subskills: language structure pattern, rhetorical categories, language functions, and business-specific English language skills. As part of the sub skill of corporate communication, the four core language abilities of reading, writing, speaking, and listening were examined. Using a Likert Scale, responses were divided into four levels of significance. The estimated mean values classify the questionnaire responses as Very important, Significant, Slightly Significant, or Not Significant.

Part C has thirty questions that evaluate the corporate communication skills of participants. Several questions were used to evaluate corporate communication skills. Respondents were tasked with determining each item's significance. Based on questionnaires from previous studies, the pertinent one was developed to collect data. To ensure the construct validity and reliability of the questionnaire, feedback and consent were solicited from various subject matter experts from diverse fields. A topic faculty member from the Department of Business English reviewed the course material and provided feedback to confirm the questionnaire's dependability and construct validity. In addition, expert Business English faculty members' suggestions and criticisms were incorporated into the questionnaire delivered to respondents. Business English professors have the appropriate credentials, substantial knowledge, and experience in their respective fields.

The polytechnic students of SIPT were asked to participate in intervention programs or workshops to develop their Business English skills for business related activities. After the training sessions, the Business English language skills in terms of

LSRW was assessed through surveys and questionnaire. The participants were asked to fill up the forms carefully based on 5 Likert scale criteria. The responses were collected and computed. Finally, the data was validated using t-test analysis with 99% confidence intervals.

## 5. RESULTS

The results of the data were analyzed based on the questionnaires taken into consideration as follows,

### 5.1 Need for LSRW concerning BELF among the managers of printing industries

In the present study, managers were asked to describe their requirements for LSRW in BELF to conduct effective external communication. The responses of the informants regarding LSRW are compiled and discussed. LSRW abilities are essential for managers in the printing industry to communicate internationally effectively. Managers' rankings of LSRW skills are as follows: Speaking, Listening, Reading, and Writing, in that order.

The research study asked respondents to select their company's three most prevalent BELF applications. The frequency and proportion of their responses are calculated based on their responses. f=240 (33.33 percent), f=162 (22.50 percent), and f=138 (13.80 percent) are the relative frequencies and percentages for the three most desired functions of BELF among the managers of printing industries: providing service, providing information, and inquiring about product delivery (19.17 percent). In contrast, minimize the frequency and percentage when seeking support, engaging in general chat, or resolving other concerns.

To examine the needs of BELF in the printing industry, informants were asked to select only one significant LSRW concern from the list supplied. The data collected from the informants were processed. The outcomes are collected and analyzed. Managers face listening issues while interacting with foreign nationals in their external communication. Inability to grasp the pronunciation was considered the most important problem (f=156, 65 percent), whereas lack of listening was rated the least serious problem (f=12, 5 percent). In their external communications, the managers of

India's printing firms encounter speaking difficulties. It is known that the use of incorrect words, phrases, and expressions has been evaluated as the most significant concern (f=126, 55 percent), whereas mispronunciations and incorrect expressions have been ranked as the least significant issue (f=12, 5 percent). It may be deduced that managers in the printing industry encounter several challenges due to inadequate language knowledge (f=108, 45 percent). In terms of reading skills, new terms and words provide the least difficulty (f=30, 12.50 percent) compared to weak vocabulary knowledge in reading. Also, managers confront many obstacles concerning their Writing talents. On the one hand, inadequate knowledge of grammar is the most significant obstacle in writing (f=96, 40 percent). Poor writing experience or a lack of writing experience, on the other hand, causes the fewest problems with written communication (f=30, 12.5 percent). Consequently, using BELF for external communication by managers in the printing industry presents challenges. For example, the most significant concerns are the inability to understand the English pronunciation when hearing, the usage of incorrect words, phrases, and expressions when speaking, inadequate vocabulary knowledge when reading, and inadequate grammatical understanding when writing.

### 5.2 Correlation of Business English and Proficiency Skills of managers after intervention programs

The study asked respondents to rank the four fundamental English competence skills according to their business communication needs. The outcomes are collected and examined. According to their priority level, speaking was the most important skill, followed by listening, reading, and writing. The workforce is aware of the relevance of English proficiency to business growth. Participants were asked if their communication required Business English. If they responded in the affirmative, participants were instructed to choose one of three responses that supported their response. The participant data was examined, and the results were expressed as a frequency and a percentage. The most significant reasons employees should be skilled in basic Business English are inquiring about the requirement, delivering pertinent explanations, and clearing up any confusion. The frequency and proportion of inquiring about the need are f=450 at 25%; for offering an appropriate explanation, f=396 at 22%; and for resolving doubts, f=342 at 19%. The rate of making

suggestions, clearing up ambiguities, providing help, resolving client difficulties, and instilling confidence in their job is similarly low. The obstacles involved in the business English communication of Sivakasi's printing sector personnel are examined. Communication plays an important role in printing, as in every other industry, and business communication is of the biggest importance to the personnel performing the work. Therefore, if the employees' English language ability is enhanced, they will be able to do business more effectively, resulting in the progress of the printing sector.

### 5.2.1 Analysis of Business English skills before intervention programs

The responses were recorded according to their frequency in order to gain a thorough picture of the barriers they encountered when using their business English skills; afterwards, an interventional English training program was implemented. The matching percentages were tallied alongside the recorded frequencies. The outcomes analysis provided insight into the paper's objectives. The obstacles encountered by employees in the printing sector when listening to the business English of their clients are examined. The major barrier is the inability to grasp the pronunciation, which occurs 228 times, or 38 percent of the time. Similarly, the lowest possible barrier is the employees' listening capacity, which stands at 30 to 5 percent. The obstacles encountered by employees of the printing sector while communicating with clients in business English are analyzed. The most common difficulty when speaking Business English is the inappropriate use of terms, with f= 222 at 37 percent. Similarly, incorrect pronunciation is the least reported barrier, with f= 36 at 6%. The difficulties encountered by printing sector personnel when reading Business English are studied. With f= 222 at 37 percent, a lack of vocabulary is the most frequently stated difficulty in English reading. Similarly, the tongue-twisting problem is the least reported obstacle, with f= 42 at 7%. Printing sector personnel experience obstacles when writing in Business English are studied. The most frequently stated difficulty with Business English writing is odd wording, with 39 percent of respondents citing this issue. Similarly, the lack of writing experience is the least reported barrier, with f= 72 at 12%.

### 5.2.2 Analysis of Business English skills after intervention programs

Employees received interventional Business English training sessions after a preliminary assessment. The substance of the interventional programme was based on

the most often identified problems/obstacles from the above-described preliminary survey. Upon completion of the training, a fresh assessment of the printing industry employees' business English speaking skills was conducted, and the results were developed and analyzed. The obstacles previously reported in listening have decreased, particularly the listeners' listening habits, which are now the least frequently reported obstacle, with a frequency of 18 percent. All aspects of the speaking skills have not improved to the expected degree. This contains the most frequently cited and least frequently cited obstacles, which show marginal progress. All employees have demonstrated growth in all areas regarding reading and writing skills.

### 5.3 Analysing Business English skills among the polytechnic students of SIPT and assessment of LSRW Business English skills after intervention programs

Most students believe that understanding basic grammar and language structures is vital. The students favoured familiarising themselves with the linguistic structures linked with the scientific aspect (Mean Value 4.1). Less focus has been placed on mastering the terminology of technical features particular to their specialist fields (Mean Value 2.9). According to the learners' judgments of rhetorical categories, most students would acquire logical connectors beneficial for linking phrases and clauses, such as generalizations and other items (Mean Value 3.4). Less emphasis was placed on acquiring classification-related scientific ideas (Mean Value 3.1). The depiction of the learners' perspective on functioning language. This was judged to be essential, and the general view is that they should learn to describe procedures and technological processes and provide appropriate instructions or guidelines. The lowest rating was assigned to learning how to summarise data using diagrammatic techniques, graphical illustration, and tables and recognizing and interpreting the basic symbols used in mathematical calculations. Listening, which belongs to the domain of language skills, was viewed as an impediment to learning. Students like to develop their listening skills through classroom lectures offered by subject lecturers. In addition, people prefer to hear language instructors explain the language. Students' oral presentations garnered the least attention in class.

The first six questions assess the reading comprehension skills of polytechnic students. A mean score of 4.1 suggests students invest sufficient time in exam

preparation. They can ask themselves questions while reading, indicating that they are engaged in the topic studied and capable of absorbing technical information. When it comes to completing tasks and taking notes, however, their mean value is really low. The mean score (1.9) indicates that students rarely or never complete assignments, which is problematic. Certain questions are posed to measure the polytechnic student's capacity for memorization. It was observed that all of them have good memory. However, they cannot imbue technical materials with personal importance to improve recall. In addition, a low mean value suggests that learners do not utilize memory improvement approaches. The range of 13 to 18 questions reflects the test-taking ability of the learners. It was decided that the minimum mean value (Mean value 2.0) would be less than the average. In contrast, their highest mean scores represent their exceptional ability to perform multiple-choice level examinations, mental calm throughout examinations, and capacity for long-term memory. Questions pertain to concentration management. During a test, concentration management was ranked as having the lowest mean value for distractions. The largest mean value suggests a stronger capacity to resist distractions and external noise while taking an exam.

After the intervention programs, the students were assessed based on their LSRW Business English skills. The results were computed, and it was observed that the polytechnic students showed good improvement in Listening, Reading and Writing but their performance in Speaking was slightly improved. These data were validated using t-test analysis with 99% confidence intervals.

## 6. DISCUSSION

According to printing industry managers, the study results revealed that LSRW skills are the most desired medium for BELF. This is also required for their business correspondence with external people. This study is comparable to NawaminPrachanant's (2012) investigation of the English language proficiency of Thai tourist employees [28]. The study results indicate that speaking is more significant than listening, reading, and writing for the tourism and hospitality industry to attract travellers. This study provides support for the current study because the proposed study also reveals the importance of speaking. In contrast to the present study's findings, Stephen Evans (2010) emphasizes that spoken English is not seen as

a more vital medium for professional communication in the Hong Kong corporate environment than written English [29]. In keeping with the preceding explanation, KulapornHiranburana's research concludes that written English is more significant than spoken English for Thai businesspeople because most business communications are conducted via email [30]. Stephen Evans's study explores the application of BELF in Hong Kong's major service industries. His research indicates that written English plays a crucial role in commercial communication [31]. The conclusion of the study contradicts the findings of the present investigation. Kassim and Ali surveyed the engineers of ten multinational chemical businesses in Malaysia to determine their workplace English requirements [32]. The outcomes of their investigation are comparable to those of the present study. It suggests that spoken (oral) proficiency is more significant than other abilities for engineers. In addition, the study suggests that proficiency in English allows engineers to advance in a global context. Numerous studies support and contradict the current investigation from the extensive collection of papers. However, the targeted city contributes significantly to the Indian economy with its printing businesses; its annual business is around INR 100 billion. The majority of their business is focused on printing exports. Therefore, this study stresses the importance of LSRW in terms of BELF in India's printing businesses. The study outcomes further ranked the LSRW as follows: Speaking is regarded as the most important skill for external communication, followed by Listening, Reading, and Writing in analyzing managers' corporate communication abilities.

The results demonstrate the importance of speaking skills. This research is more comparable to Prachanant's research [3], which focused on the workers in Thailand's travel and tourist business. According to the study, speaking is the most important talent in the travel and tourism business compared to other skills. Furthermore, a recent study suggests that speaking is an essential business skill. Research has demonstrated that speaking is not the most desirable English skill in certain settings. An example is a research conducted by Evans (2010) in Hong Kong. Since most client-employee communication in Thailand is conducted via electronic mail, written business English is preferred over speaking [32].

Moreover, according to the survey results, Sivakasi's printing industry personnel know that basic Business English proficiency is required for effective business communication, which is also necessary for engaging with foreign

consumers or clients [33]. Assessments were conducted before and during the interventional Business English training to see whether the participants' speaking abilities had improved. This study of SIPT polytechnic students demonstrated substantial differences between the LSRW skills before and after the intervention programs for corporate communication skills. Compared to the other abilities, speaking skills improved marginally. The findings illustrate the importance of oral communication skills. This research is equivalent to Prachanant's analysis of Thai travel and tourism workers [3]. This study's results reveal substantial improvements in listening, reading, and writing skills before and after interventional Business English training, demonstrating that interventional training can be helpful for workers in the printing industry. Even though employees favoured oral communication (speaking) over all other areas of business English ability, no gain was made in this area after training. This is due to the difficulties of self-training and establishing a strong customer relationship, which is the most important aspect of business development.

## 7. CONCLUSION

This study was done to gain insight into the functions, needs, and issues of LSRW concerning BELF usage for external communication among the managers of India's printing businesses. The study results indicate that LSRW in connection to BELF is significant for the external communication of printing companies. However, LSRW is classified as follows: Speaking is listed first since it is deemed more important for managers in the printing industry. The subsequent ranks are for Listening, Reading, and Writing. This study is innovative, yet it also has drawbacks. The research was conducted in Sivakasi, a city in India's south; there are other locations in India where printing machines operate efficiently. These printing units are excluded from the study. The sole respondents of the survey are managers. The public relations officers and representatives are excluded from this study. This is another drawback of the study, given that public relations officers and reps' discourse is deemed essential to garnering commercial deals. Even though the present study does not intend to represent all managers of printing businesses in India, the researchers believe that the sample size may provide a representative sample of the managers who work in printing industries in other areas of India. The study also proposes that the findings be studied and utilized as evidence for enhancing the LSRW in relation to BELF among printing industry managers. In light of this needs assessment,

policymakers, educators, and governments may require a BELF-based curriculum in academic curricula or develop intervention programmes for this sector. While doing so, this sector's revenue output can be significantly increased. In addition, the study suggests that further research in this field may be undertaken in other regions of the country and may also concentrate on other industrial sectors.

This study aims to investigate the structure, requirements, and challenges associated with the Basic English Proficiency skills of printing industry personnel in business communication. Speaking is considered the most important skill for labour in the printing sector, followed by listening, reading, and writing. All four skills improved as a result of interventional business English training, although speaking, deemed the most significant skill by this workforce, improved the least. Instead of the projected improvement in speaking skills, a minimal variance in results was recorded, proving that an intervention English training program alone cannot improve business English speaking skills. Therefore, additional training is required to strengthen the appropriate skill. Although the extensive study was undertaken per the objective, it has its limitations. This investigation focuses on the employees of the printing sector in Sivakasi. The research findings can be applied to the establishment of meaningful, need-based vocational training modules for enhancing the English proficiency of the skilled labour force. In addition, curriculum designers and legislators can provide required business English instruction in schools and universities. In addition, additional research can be conducted following the findings of this study to develop interventional programmes for industry-employed workers.

There is no association between the findings and the real practice of Business English courses for SIPT polytechnic students. The primary purpose was accomplished when the precise Business English criteria for study skills were identified. The findings indicate several adjustments to the existing curriculum for Business courses. The findings prove that the polytechnic skills in LSRW Business English language have improved after conducting training programs. Hence it may be possible to incorporate the Business English curricula or change the current course material to better fit the actual linguistic needs of Business English students. In addition, it is suggested that courses on logical connectors and generalization be added to the existing Business English curriculum in order to strengthen students' rhetorical skills. There is no single listening lesson in the current polytechnic

curriculum to help students improve their listening skills. Consequently, new classes will be developed to assist students in enhancing their Business English listening skills. During classroom lectures, topic lecturers will designate time for special listening activities. Language instructors should plan listening courses to show the language. Students enjoy refining their communication skills by asking and answering questions during dialogues. In addition, individuals desire to develop their communication skills by introducing themselves in various settings. The syllabus should be supplemented with items that motivate students to conduct individual oral presentations. Consequently, there will be more opportunities for students to engage in business English practice in the actual world. Reading comprehension courses emphasizing linguistic analysis will be added to the existing curriculum. This feature was discovered to be neglected in conventional reading instruction. The current curriculum will be reinforced with extra new elements to decrease the impact of previous assessments and test preparation. Before now, no consideration was paid to this element. To increase their scores, pupils must be instructed to take exams more effectively through practice. A one-of-a-kind lesson will be designed to assist the student in enhancing their memory. It is anticipated that meeting identified learner demands in terms of study skills combinations will increase business English courses' relevance, quality, and validity.

## 8. THESIS ORGANIZATION

**Chapter 1:** The introduction section provides information about the globalization of English, with special reference to Business English language and statistics of business employees in the printing industry.

**Chapter 2:** The literature survey consolidates the previous research works and analyses the possible implications of the literature for the present study.

**Chapter 3:** The research objectives and experimental protocols describing the design adopted to achieve the highlighted areas of analyzing the Business English communication skills of managers and employees in printing industries and extending the analysis to polytechnic students of SIPT.

**Chapter 4:** This chapter summarizes the results of various experiments performed in the current study and analyses the findings with proper controls.

**Chapter 5:** The conclusion section summarises the results and discussion inChapter4 and provides valuable suggestions from the results obtained from the present study.

## 9. REFERENCES


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